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# The behavioral impact of managerial people skills training

Shanon L. Hunt  
*San Jose State University*

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THE BEHAVIORAL IMPACT OF  
MANAGERIAL PEOPLE SKILLS TRAINING

A Thesis  
Presented to  
the Faculty of the Department of Psychology  
San Jose State University

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

by  
Shanon L. Hunt  
August, 1997

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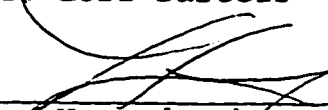
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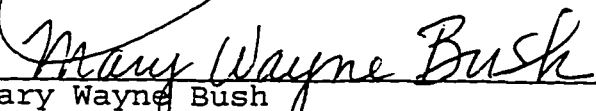
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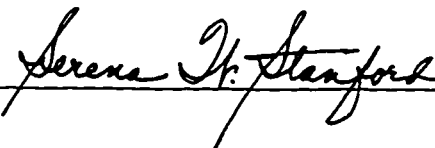
APPROVED FOR THE DEPARTMENT OF PSYCHOLOGY

  
Dr. Lori Bartels

  
Dr. Howard Tokunaga

  
Mary Wayne Bush

APPROVED FOR THE UNIVERSITY

  
Serena H. Stanford

## ABSTRACT

### THE BEHAVIORAL IMPACT OF MANAGERIAL PEOPLE SKILLS TRAINING

by Shanon L. Hunt

The literature demonstrates a strong correlation between employee satisfaction and the manager/employee relationship. Because this relationship is critical to the success of the organization, this study attempted to provide evidence of the effectiveness of managerial people skills training. Fifty-two Latin American managers and partners participated in a managerial people skills training course. Self and direct report assessment data measuring managerial people skills and behaviors were collected from all participants prior to attending the course and six months after the course. The results indicated that there was not a significant improvement in the managerial people skills and behaviors of participants six months after the course, as perceived by the participants and the participants' direct reports. Hence, the Managerial People Skills Course did not have an impact on behavior six months after the training.



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The Behavioral Impact of  
Managerial People Skills Training

Shanon L. Hunt

San Jose State University

August 1997

ABSTRACT

The literature demonstrates a strong correlation between employee satisfaction and the manager/employee relationship. Because this relationship is critical to the success of the organization, this study attempted to provide evidence of the effectiveness of managerial people skills training. Fifty-two Latin American managers and partners participated in a managerial people skills training course. Self and direct report assessment data measuring managerial people skills and behaviors were collected from all participants prior to attending the course and six months after the course. The results indicated that there was not a significant improvement in the managerial people skills and behaviors of participants six months after the course, as perceived by the participants and the participants' direct reports. Hence, the Managerial People Skills Course did not have an impact on behavior six months after the training.

### The Behavioral Impact of Managerial People Skills Training

Within the complex business environment of the 1990's, corporations have begun to face changes in all areas of their business. Among the most substantial of these changes is the shift that corporations are making to the global marketplace. Companies are now facing global competition, and as the market becomes saturated with products and services, it is becoming more and more difficult to sustain the competitive advantage. Competition no longer lies in quality products, but instead in quality people--recruiting and retaining the most innovative and competent employees (Peters, 1994). The traditional methods of utilizing and allocating human capital are no longer sufficient within current competitive markets.

Of similar significance is the corporate trend toward restructuring and downsizing. Extensive research in the area of job design (Agho, Price & Mueller, 1992; Howard & Frink, 1996) has shown a strong relationship between job design and employee satisfaction and retention. Research findings support the notion that job organizational restructuring is an influential factor in changes in work motivation and job satisfaction (Howard & Frink, 1996).

These changes impact the human resources of corporations in several ways. First, the workforce requires new competencies and skill sets. Second, as companies



downsize and job security declines, careers are less likely to be spent with one employer. The pressure placed on the organization to recruit, retain, and satisfy the best people is critical to the success of the company (McNeese-Smith, 1996).

The purpose of this literature review is three-fold:

- (1) it will examine the current issue of employee satisfaction as critical to retention and productivity, customer satisfaction, and ultimately business performance;
- (2) it will explore managerial people skills as a key factor in employee satisfaction; and (3) it will examine the existing literature on managerial people skills training.

#### Employee Satisfaction

Merrick (1996) reports that "progress made in improving employee satisfaction in the 1980s has been thrown into reverse. Satisfaction levels are lower than at any time during the past 10 years" (p. 41). Others agree that job satisfaction overall is at its lowest (Lawler, 1990; Sullivan & Bhagat, 1992). This unfortunate statement is critical because research shows a strong link between employee satisfaction that ultimately impacts business performance (Buchko, 1992; Cohen, 1993; Cropanzano, James, & Konovsky, 1993; Mayer & Schoorman, 1992; Shani, Basuray, Scherling, & Odell, 1992).

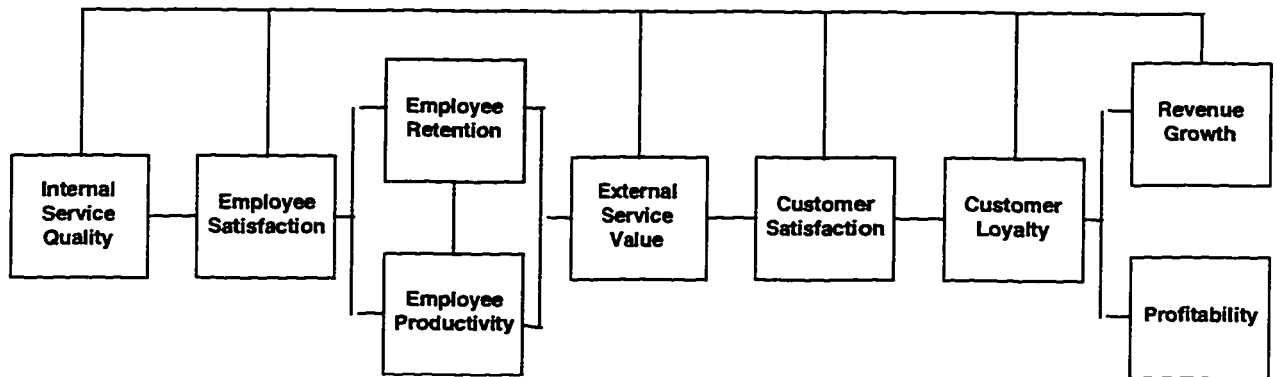
In fact, Heskett, Jones, Loveman, Sasser, and Schlesinger (1994) conducted analyses of successful service

organizations in an attempt to establish the relationships between employee satisfaction, customer satisfaction, and profitability. Their research resulted in a model which they entitled the Service-Profit Chain (see Figure 1). This model shows that profit and growth are stimulated primarily by customer loyalty; loyalty is a direct result of customer satisfaction; satisfaction is largely influenced by the value of the services provided to customers; value is created by satisfied, loyal, and productive employees; and employee satisfaction results primarily from high-quality support services and policies that enable employees to deliver results to customers.

The literature contains extensive empirical research on employee satisfaction and its relationship with various dependent measures, which affect business success. The remainder of this section will review existing literature on three relationships: (1) employee satisfaction/customer satisfaction, (2) employee satisfaction/business success, (3) employee satisfaction/turnover and turnover intention.

First, research has demonstrated strong relationships between employee satisfaction and customer service/customer satisfaction. For example, Zemke (1989) found that companies known for excellence in customer service have higher employee satisfaction because employees are treated similarly. Other studies support this idea (Tompkins, 1992; Weaver, 1994).

Figure 1. The Service-Profit Chain Model.



A noteworthy study was conducted by Schneider, Parkington, and Buxton (1980). The researchers found a positive correlation between customers' perceived service and how employees viewed their work environment. Specifically, employees who felt that customer service was a critical aspect of their jobs were viewed as providing better customer service than other employees. Schneider and Bowen (1985) continued this research and demonstrated that when employees felt positive about the human resources aspects of their jobs, such as training and development, customers reported greater satisfaction with services.

These studies were further replicated by Tornow and Wiley (1991). They conducted similar research with two additional work settings: the business services district office setting and the retail store setting. They reported a significant correlation between customer satisfaction and employee satisfaction within both settings.

Wiley (1996) extended his initial research within the banking industry in an attempt to show a statistically significant correlation between customer satisfaction and employee training, job satisfaction, and company satisfaction. Overall, the study demonstrated that the branches where employees rated the work environment as more positive reported higher customer satisfaction and productivity. Clearly the link between employee satisfaction and client satisfaction has been demonstrated

within many industries.

It has been found that employee satisfaction is even more critical to business success in a client or customer services organization. Organizations whose success depends on building and maintaining client relationships have more at stake when employee satisfaction is questionable than do organizations who are not as customer-oriented (Schneider, 1980; Schneider & Bowen, 1985). A study by Congram and Friedman (1991) attempted to identify the most important characteristics of successful service firms. Of the ten characteristics they identified, three referred specifically to the importance of the employee's contribution: employees who fulfill the organization's service promise to customers, employees who are empowered to assist customers in any way, and employees who believe in what the organization stands for. These characteristics demonstrate the importance of employee attitude and satisfaction to the success of a customer-oriented organization.

This correlation with customer service is only valuable if customer and employee satisfaction can be shown to correlate with business performance. Unfortunately, quantitative research on the correlation between employee satisfaction with business performance or profitability is scarce. This is primarily due to the difficulties in implementing an adequate research design (Wiley, 1996). However, the research of Tornow and Wiley (1991) attempted

to provide insight into this relationship. They agreed that the employee satisfaction/business performance relationship was critical, so they incorporated unit business performance into their research as a dependent variable. In their research within the business services district office setting, they found a positive correlation between the three measures: business performance, customer satisfaction and employee satisfaction. Offices with higher business performance also reported higher customer satisfaction and employee satisfaction. Unfortunately, the researchers could not conclude a significant correlation between customer and employee satisfaction and business performance in the retail store setting (Wiley, 1991).

From another perspective, increased productivity can also result in increased business performance (Bain, 1982). Bain defined productivity as the contribution toward an organization end result in relation to resources consumed. In other words, business performance is the result of productivity minus resources; the higher the productivity, the greater the business performance. Robertson (1994) supports this notion, stating "an organization's performance is a function of the aggregate behavior of its members" (p. 22). Since research has shown the relationship between employee satisfaction and productivity (Banks, 1996; McNeese-Smith, 1996; Wiley, 1996), logically, there should be a positive relationship between employee satisfaction and

business performance.

Finally, it is important to review the literature to determine the relationship between employee satisfaction and turnover. Turnover can become very costly to an organization, even if the turnover appears to have positive effects (e.g., losing a low performing employee). Some of these costs include lost opportunities, recruiting, interviewing, hiring, and training (Jones, Katak, Futrell, & Johnston, 1996).

There currently exists a large body of research showing a strong correlation between voluntary turnover and turnover intention (Cascio, 1991; Horn, Carnikas-Walker, Prussia, & Griffith, 1992; Horn, Griffith, & Sellaro, 1984). Much of this work has implied that turnover intention and actual turnover are influenced by how people view their work experiences. Horn et al. (1992) emphasize employee satisfaction as a primary factor in turnover.

Other studies support this claim. For example, Johnson, Ryan, and Schmit (as cited in Wiley, 1996) found a significant negative relationship between employee satisfaction and employee turnover. Similarly, George and Jones (1996) conducted research on job satisfaction, values and moods and how each of these independent variables influences turnover intentions. Their results show a significant correlation between job satisfaction and turnover intentions, and this link is moderated by how well

the job helped employees to attain their values and whether the employees experienced positive or negative moods at work. In fact, the strongest relationship occurred when employees did not perceive their jobs as in line with their values, but were experiencing positive moods. The authors implied that employees who are unsatisfied are more likely to leave their jobs when their mood is positive, as they feel they have more control and are more proactive than when their mood is negative.

The evidence strongly suggests two relationships: (1) there is a positive link between employee satisfaction and customer satisfaction, which in turn implies an impact on profitability/business performance; and (2) there is a strong negative correlation between employee satisfaction and turnover. This evidence on the impact of employee satisfaction shows a clear need to identify factors that affect levels of employee satisfaction. One of the most prevalent indicators of employee satisfaction is the supervisor's level of managerial people skills.

#### Managerial People Skills

There exists considerable evidence that the behavior patterns of managers and supervisors has shown to be an influencing factor with employee attitudes, satisfaction, and retention. A study was conducted by Shank (1996) to determine the most important components of job satisfaction. Among the top three was the relationship with the



supervisor. As a factor for improvement, employees most frequently stated better communication with management. In addition, after conducting his research on employee satisfaction and customer satisfaction, Jones (1991) concluded that "good management and sound human resource practices are associated with both satisfied employees and satisfied customers" (p. 41).

Wiley (1996) draws several conclusions in his research on employee satisfaction and its impact on business performance. One of these conclusions states:

Specific practices that the organization and its managers derive from this value system [of customer service and product quality] include providing employees with the support, resources, and training required to perform their jobs effectively, involving them in decisions that affect their work, and empowering them to do what is necessary to meet customer objectives and expectations. (p. 336)

Empirical research in the area of managerial people skills and employee satisfaction is abundant. Research has shown a strong link between supervisor/leadership behavior and employee satisfaction, specifically with regard to communication, feedback, consideration, close supervision, and positive reinforcement (Jones et al., 1996). These researchers conducted a study hypothesizing three important links: (1) the behavior of leaders may affect the role

conflict and role ambiguity of employees; (2) this role conflict or ambiguity relates to job anxiety and satisfaction; and (3) low job satisfaction can result in higher propensity to leave and ultimately employee turnover. The results of their study indeed supported this linkage model, in that leadership behavior affects role conflict and role ambiguity, role conflict (but not role ambiguity) influences job anxiety and job satisfaction, and job satisfaction impacts propensity to leave and actual turnover.

Another study demonstrating the impact of leader behavior on employee satisfaction was conducted by McNeese-Smith (1996). The purpose of this study was to explore the relationships between specific leadership behaviors and three dependent variables: productivity, job satisfaction, and organizational commitment. McNeese-Smith found a significant positive relationship between a manager's use of leadership behaviors and productivity, job satisfaction, and organizational commitment. The strongest predictor of employee job satisfaction was "enabling others to act." This demonstrates that empowerment is a key factor in employee satisfaction. Additional research supports this relationship (Daniel, 1985; Kreitner & Luthans, 1984; Porras & Hoffer, 1986; Sagie & Koslowsky, 1994; Schneider & Bowen, 1985).

Management practices and employee satisfaction and performance have also been looked at within the context of

the corporate climate. Church (1995) described a model of behaviors that influence employee outcomes. The model shows the effects of the behaviors of senior management, middle management, and direct supervision combined with work group climate on employee attitudes and ultimately individual and organizational performance. To substantiate this model, Church conducted a study to determine relationships between employee satisfaction and senior management behaviors, manager behaviors, and work group climate. The research method consisted of a survey; a factor analysis was utilized to group questions into categories. A significant relationship was found between employees' perceptions of their jobs and managers' ability to enable others to act. Specifically, this category included ratings of how well employees perceived their managers as providing them with direction, information about organization changes, coaching and training, and support needed to complete their work.

From a more industry-relevant standpoint, managerial people skills have shown to be related to employee satisfaction within the accounting industry. In a study conducted by Albrecht, Brown, and Field (1981), survey data was collected from 25 accounting firms across the country. Results indicated overall low job satisfaction in junior staff professionals, seniors, and managers. Staff job satisfaction negatively correlated with amount of supervision, feedback on performance, opportunity for

participation, and recognition for work.

Patten (1995) conducted a study of Big 6 accounting firms to determine the relationship between employee satisfaction and managerial people skills. He received responses from employees of 123 Big 6 firms who worked in the areas of Audit, Tax, Consulting, and other areas. The self assessment survey items targeted the categories: Leadership and Mentoring, Working Conditions, and Assignments, and correlated these scores with a job satisfaction score. The results showed a very high positive correlation ( $p \leq .001$ ) between each of the factors and job satisfaction. Upon conclusion of this study, Patten suggested:

As accounting firms look to improve the early employment experiences of their professional staff, management at the Big 6 firms might be encouraged to seek information from their smaller competitors. This would appear to be particularly true in regard to times related to the working conditions aspects of job supervision. (p. 25)

This study, along with the other research cited, substantiates the notion that managerial people skills and attitudes of managers play a critical role in employee satisfaction. Subsequently, the Accounting Education Change Commission (AECC) (as cited in Patten, 1995) issued a statement in response to this increasing detrimental

evidence of low job satisfaction among accountants and its link with managerial behaviors. The AECC recommended that managers and supervisors should focus on three specific areas. First, they must provide strong leadership and mentoring. This includes providing constructive feedback, listening for dissatisfaction in order to take measures to correct it sooner, working to improve counseling and mentoring, and acting as a role model. Second, they must build working conditions that are conducive to success. This includes job skills coaching, assigning projects fairly and equally, and minimizing job related stress. Third, supervisors should provide challenging and stimulating work assignments, such as delegating responsibility, and maximizing employees' opportunities to think critically and use analytical skills.

Unfortunately, research has shown that most managers, though quite technically astute, lack the necessary people skills, such as those skills identified in the AECC report described earlier, to meet the needs of their employees (Patten, 1995). Consequently, organizational leadership is placed in a position to provide both on the job coaching and more formal skill building opportunities, such as training courses, to managers. The following section will explore the literature for existing managerial people skills training and its effectiveness.

### Managerial People Skills Training

Managerial people skills training and development is rapidly becoming a concern for organizations. The management role in the traditional sense of the thinker and supervisor of labor is nearly obsolete. Analoui (1995) confirmed this claim:

The art of management training and development...has come a long way since the prescriptive stand adopted by the founders of management who placed a disproportionate emphasis on the technical or task-related knowledge and skills as a means of improving the effectiveness of managers. (Analoui, 1995, p. 52)

Clearly, the importance of managerial people skills training is gradually becoming more recognized; however, this type of management development has traditionally been viewed as less significant. Analoui found that traditional managerial values dominated the beliefs of managers, and the need for technical skills far outweighed the need for people skills.

On the positive side, McNeese-Smith (1996) claims the leadership behaviors that were measured in her study (described in the previous section) are behaviors that can be taught. These behaviors specifically included: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Each of these skills listed specifically address the "people" side of management, not the technical side.

Despite the claims of McNeese-Smith (1996), the existing research has not sufficiently delineated the effects of people skills training. In fact, research on the impact of management development in general is scarce (Conant, 1996), and this research has focused primarily on evaluation of training at the level of immediate reaction and learning, but not the transfer of learning back at the workplace (Tracy, Tannenbaum, & Kavanagh, 1995). Although some methods of developing skills in managers have shown to change behavior after an extended period of time, such as assessment centres (Engelbrecht & Fischer, 1995), it is difficult to determine if the behavioral changes can be attributed to the training event or other factors, such as a natural progression of development on the job (Currie, 1994). Nevertheless, the transfer of learning in the area of managerial people skills acquired from training is insufficient.

The purpose of this study is to demonstrate the behavioral impact (transfer validity) of managerial people skills training, utilizing two measures: a self assessment and a direct report assessment of these skills.

#### The Business Imperative

The following study was conducted in a large accounting firm. Firm leadership is focusing on its people as imperative for the success of its business. Through various reports, corporate leadership has challenged office

management to manage the "people" aspect so that employees are motivated to exceed client expectations with services of highest quality while controlling risk, and to do it in such a way that the business unit meets or exceeds its market share/growth goals. From the business perspective, there are several critical issues involved in this.

First, according to internal personnel data and employee satisfaction reports, the Firm's employees and desirable recruits have changed. They are more diverse than in the past, they want more balance between career and personal lives, and they may not have a career goal of becoming a partner within the Firm.

Second, the business environment of the accounting industry has changed. The Firm, its clients, and its competitors are more global, and there is increased competition for people with a global perspective. In addition, there is a decrease in employee loyalty overall.

Third, the Firm is presently not doing an adequate job of retaining the best people. Client satisfaction data reveal that the most frequent comments request a decrease in turnover on project teams.

Fourth, a factor analysis of client satisfaction survey data reveal the strongest predictors of employee satisfaction are: (1) supervisor interpersonal behavior, (2) concern for the individual, (3) career advancement and empowerment, and (4) performance reviews and raises.



As a result of these issues and the client satisfaction data, Firm leadership has identified some recommendations. One of the most significant recommendations was to strengthen or develop people skills training components and programs for managers and partners. The People Skills Training Course was developed to serve this purpose.

### Hypotheses

In order to measure the effectiveness of the Managerial People Skills Training Course, several hypotheses have been developed. As the literature has shown, there exists a strong relationship between employee satisfaction and managerial people skills. However, the literature has not demonstrated a positive impact of people skills training.

Hypothesis 1: It is hypothesized that the post-assessment scores will show a decrease in mean discrepancy between participants and direct reports. Research on differences between self assessments and "other" assessments has shown that subordinates were more satisfied with their relationships with their supervisors when the discrepancy between the description of their managers was small (cited in Furnham & Stringfield, 1994). Since the course specifically addressed improving managerial people skills, with the goal of improving employee satisfaction, the discrepancy between scores should lessen as these managerial skills are put to use. In addition, Bass and Yammarino (1991) noted that a smaller discrepancy of scores between

managers and direct reports demonstrated a more accurate assessment of the managers skills and behaviors, as they were less likely to be overinflating their self evaluation.

Hypothesis 2: There will be an overall significant improvement in participants' people skills, as reflected by their self-assessments, which were administered to participants five weeks before the course and six months after the course.

Hypothesis 3: There will be a significant improvement in how direct reports view the people skills of participants, as reflected in the assessments completed by participants' direct reports five weeks before the course, and six months after the course.

Hypothesis 4: It is hypothesized that partners will demonstrate a significantly greater improvement in their skills than managers. Analoui (1995) discovered a difference in the perceived importance of people skills between managers who directly supervise, and senior managers and executives who operate on the more strategic level. Senior managers and executives believed people skills were more critical to success than technical skills. In fact, senior managers rated "managing and motivating people" most important, and "effective communication" as the third most important skill in managerial effectiveness.

In summary, it is evident that the relationship between the manager and the employee impacts employee satisfaction

and retention, which ultimately affects business performance. Because of this recognized importance, the Firm is taking measures to provide its managers and partners with people skills to maximize the performance and satisfaction of their employees. Unfortunately, however, there does not currently exist substantial evidence that managerial people skills training is effective. This thesis will describe and assess the impact of a managerial people skills training course and provide implications for moving forward with skill development in this critical area.

#### Method

##### Participants

The participants for this study consisted of 54 managers and partners of a large international accounting firm, attending a course on managerial people skills. Although it was not mandatory, participants were highly encouraged by the division heads to attend this course. Fifty-two were partners and managers from the Latin American Tax Practice and two were Latin American Human Resources Directors. Managers made up 76 percent of the participants ( $n=40$ ) and partners comprised 22 percent ( $n=12$ ). All eight of the Latin American offices were represented; approximately 30 percent came from Brazil, 30 percent from México, 20 percent from Argentina and 20 percent combined from Columbia, Venezuela, Guatemala, Ecuador, and Perú. Forty-seven of the participants were male, and 7 were

female. Most participants' tenure with the Firm was five or more years (68 percent). Education levels ranged from Bachelor's degrees through Master's degrees.

### Training

The managerial people skills course was conducted in Latin America. In addition to the participants, five division heads attended the course from the Latin American cities of Bogotá, Quito, Guadalajara, Monterrey, and México City; however, the division heads were not included in this study, as they did not complete the required assessments or the course evaluation.

### Course Design.

The design of this two and a half day course was driven by the Firm's 1994 worldwide employee satisfaction data. This survey consisted of 220 items related to all aspects of the organization. A factor analysis was performed on the data collected from Latin American offices to determine which factors most effectively predicted employee satisfaction; this factor analysis accounted for 60% of the total variance. Four factors were extracted, and were identified as Supervisor Interpersonal Behavior, Concern for the Individual, Career Advancement and Empowerment, and Annual Reviews and Raises. Appendix A summarizes the factors, items, and predictive strengths and overall satisfaction scores for each item.

Each of the four factors identified from the employee

satisfaction data were developed into separate modules for the course, accounting for 45 percent of the course. The remaining 55 percent included modules on understanding the business imperative, developing a better understanding of people, and developing and practicing managerial people skills.

#### Course Outline.

There were two main objectives in the development of this course. First, the intention was to provide an awareness of the value of managerial people skills, how these skills influence employee satisfaction and morale, and how employee satisfaction ultimately affects business performance. Second, it was designed to provide opportunities for participants to build or improve specific managerial people skills.

The People Development Skills Course involved activities, discussions, lectures, role plays, and case studies to build skills in various areas of people development. After covering general content, participants determined their individual learning priorities based on their confidential assessment results, created individual action plans, and worked on activities to build deeper skills in an area of their choice. By the end of the course, participants were grouped by office to create an action plan for changes they recommended at the local office level.

The outline consisted of the following content areas:

1. The Business Imperative. This section focused on why people development skills are critical to the success of the organization.

2. People vs. Task: The Blake and Mouton Managerial Grid. This section focused on the need to attend more to the people than the task.

3. Know Your People: The Myers-Briggs Type Indicator. This section focused on the need for management to work effectively with different types of people.

4. Leadership Roles: The Four Predictors of Employee Satisfaction. This section focused on the four predictors of employee satisfaction, which include (1) supervisor interpersonal behavior, (2) concern for the individual, (3) career advancement and empowerment, and (4) performance reviews and raises. This section also addressed the necessary skills related to each.

5. Deeper Skill Building. This section allowed participants to take control of their own learning through selecting an area of focus that had been discussed throughout the course and participating in individual or group activities to build their selected skills.

6. The Challenge. This section focused on necessary changes within the local offices, and how to develop the infrastructure to make the people development initiatives a success.

### Procedure

Prior to attending the course, all participants were required to complete the self assessment, as well as obtain 3 to 5 direct report assessments. These assessments were used as baseline measures of managerial people behaviors performed on the job prior to the training. Both assessments are described in more detail later in this section.

A packet containing the self and direct report assessments were delivered to participants five weeks prior to the course. Participants selected the direct reports to complete the assessment, and both participants and direct reports submitted completed assessments to a training coordinator. Assessments were sent directly to an evaluation services group (located outside of Latin America to ensure confidentiality) for processing. Scores for each participant were summarized, and a confidential report was generated for each participant providing no means of direct report identification. These reports were distributed to participants at the beginning of the course.

The pre-course assessments were administered to participants and direct reports in their native language of Spanish. The assessments and the results were translated into English for analysis by the project staff (located in the US). Appendixes B and C include the English version of the assessment questionnaires.

The course was conducted in Latin America, and followed the outline described above. At the conclusion of the course, participants were asked to complete an evaluation aimed at overall reaction to the course. Participants rated the course highly, with an overall quality rating of 4.7 on a 5-point Likert scale. Additionally, participants rated highly (4.7 on a 5-point scale) their intention to adjust their behavior on the job based on the skills they learned in the course.

It was determined by the course developers that a six month period was adequate to allow managers to demonstrate learned skills and behaviors on the job. Thus, approximately six months after participants attended the course, the self and direct report assessments used prior to the course were re-administered to participants. Similar to the pre-assessment procedure, respondents completed the assessments and confidentially sent the assessments to the U.S. for processing.

### Materials

This research utilized two assessment questionnaires to evaluate learned behaviors on the job: a self assessment measuring managerial people skills and behaviors and a very similar direct report assessment. The items on these assessments were derived from the employee satisfaction data, existing upward feedback assessment tools, and specific objectives outlined in the training course



materials. The assessments are located in Appendixes B and C.

The self assessment consisted of 33 items related to their perceived people skills and behaviors. Items reflected a broad spectrum of supervisory behaviors, including communication, coaching, empowering, evaluation, and relationship building. An example of an item is as follows: "I keep my people informed about project or engagement changes and important events on a timely basis." Participants responded to each item using a 5-point Likert scale, measuring their level of agreement with each item (strongly agree to strongly disagree).

The direct report assessment consisted of the same 33 items (rephrased, as appropriate) targeting the managerial people skills and behaviors of the requesting participant. An example of a direct report assessment item is as follows: "(My manager) keeps me informed about project or engagement changes and important events on a timely basis." Direct reports responded to each item using two 5-point Likert scales. One scale measured level of agreement with the item (strongly disagree to strongly agree) and the other scale measured level of perceived importance of the item to the participant's overall satisfaction (not important to very important). In addition, each direct report assessment consisted of a short qualitative section that asked respondents to describe specific behaviors that the manager

should start performing, stop performing, or continue to perform.

Additionally, a course evaluation measuring immediate reactions and perceived learning was utilized. This evaluation form is located in Appendix D.

## Results

### Descriptives

Tables 1 and 2 contain the means and standard deviations for pretest and posttest scores for the self assessment and direct report assessment. To evaluate the reliability of the instrument, Cronbach's Alpha coefficient was calculated. The internal consistency estimate was .94 for the pretest and .96 for the posttest. Hence, the tests are adequate for further analyses.

Note that a control group was not used, and any differences between the pretest and posttest scores cannot conclusively be attributed to the training course. However, a lack of control group does not necessarily pose a problem for testing the four hypotheses because the pretest-posttest analyses reported in this study are being used to demonstrate to the host organization the impact of training on managerial behavior. It has been argued that a pretest-posttest research design is appropriate when it is important to assess the level of learning or behavior improvement (Sackett & Mullen, 1993).

Table 1

Self Assessment Means and Standard Deviations

Item	N	Pre-test		Post-test	
		<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
1	33	4.4848	.7953	4.5455	.5056
2	32	4.6250	.4919	4.4242	.7513
3	33	4.3030	.4667	4.1212	.6499
4	32	4.6875	.4709	4.6667	.4787
5	33	4.6970	.5855	4.6061	.8638
6	31	4.3871	.6672	4.4375	.7156
7	33	3.9697	.9515	4.0303	.8095
8	31	4.5161	.5080	4.4545	.6170
9	33	4.4848	.6185	4.4848	.6185
10	33	4.4242	.7084	4.3939	.7475
11	33	4.1818	.7269	4.1212	.5999
12	33	4.0909	.9475	4.2424	.6629
13	33	4.3636	.7424	4.3333	.6455
14	33	4.4848	.7124	4.4545	.6170
15	33	4.1212	.8572	4.1563	.8076
16	33	4.5152	.6185	4.3750	.5536
17	33	4.6667	.5401	4.5937	.6148
18	28	4.3929	.6289	4.5000	.7184
19	33	4.3939	.6586	4.3438	.8654
20	33	4.4242	.8303	4.5625	.5644

(Table continues)

Table 1 (continued)

Self Assessment Means and Standard Deviations

Item	N	Pre-test		Post-test	
		<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
21	33	4.3333	.7773	4.5938	.5599
22	33	3.7576	.7918	4.0000	.8424
23	33	4.2727	.8013	4.5938	.6148
24	33	4.4848	.6185	4.5938	.5599
25	33	4.0000	.7906	4.2187	.7925
26	33	4.1818	.7269	4.4063	.6148
27	33	4.3939	.6586	4.4687	.7177
28	33	4.3939	.5556	4.4063	.6148
29	33	3.9697	.8095	4.3125	.6927
30	33	4.0000	.8292	4.2813	.6342
31	33	4.3636	.6990	4.5000	.5080
32	33	4.4242	.6139	4.5000	.6222
33	33	4.3333	.6922	4.4688	.5671

Table 2

Direct Report Assessment Means and Standard Deviations

Item	N	Pre-test		Post-test	
		<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
1	41	4.290	.638	4.363	.676
2	41	4.297	.504	4.284	.690
3	41	4.137	.736	3.995	.674
4	41	4.333	.595	4.342	.775
5	41	4.650	.454	4.538	.692
6	41	4.287	.561	4.093	.707
7	41	3.662	.761	3.565	.842
8	41	4.134	.703	4.009	.793
9	41	4.151	.729	4.165	.709
10	41	4.405	.530	4.272	.807
11	41	3.950	.765	3.856	.825
12	41	4.135	.687	4.154	.726
13	41	4.111	.564	4.050	.789
14	41	4.321	.472	4.316	.619
15	41	4.126	.667	4.035	.664
16	41	4.202	.582	4.087	.786
17	41	4.185	.589	4.170	.794
18	30	4.308	.718	4.170	.635
19	41	4.200	.671	4.161	.887

(Table continues)

Table 2 (continued)

Direct Report Assessment Means and Standard Deviations

Item	N	Pre-test		Post-test	
		<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
20	41	4.383	.713	4.323	.838
21	41	4.559	.505	4.483	.677
22	41	3.874	.844	3.882	.878
23	41	4.644	.560	4.649	.567
24	41	4.614	.494	4.668	.530
25	41	3.938	.622	3.976	.776
26	41	4.251	.636	4.155	.772
27	41	4.161	.756	4.136	.802
28	41	4.343	.449	4.290	.582
29	41	4.122	.608	3.945	.732
30	41	3.851	.704	3.854	.748
31	41	4.043	.772	4.005	.766
32	41	4.316	.618	4.158	.802
33	41	4.443	.500	4.341	.881

### Rater Agreement

A Paired-Samples T-Test was conducted to determine the level of agreement between the participants' self ratings and their respective direct reports' ratings. Table 3 summarizes the results of this test. The T-Test revealed a significant difference between the mean participant's self assessment score and the mean direct report assessment score, for both the pretest scores ( $t(32) = 1.70, p < .05$ ) and the posttest scores ( $t(32) = 2.45, p < .05$ ). This indicates a difference between how the participants view their own managerial people skills and how the direct reports view the participants' skills.

### Importance

The Direct Report Assessment contained a five-point scale on which the direct reports rated their perception of the level of importance of the behavioral item. The mean score of importance across direct reports and assessment items was 4.13. This mean score indicates that, overall, the managerial behaviors listed in the assessment are viewed as highly important. In particular, the skills rated highest include technical skills (4.7), providing recognition (4.7) and treating employees fairly (4.6). The lowest rated skills include: debriefing projects (3.0), managing employees' overtime (3.5) and providing feedback (3.7).

Table 3

T-Test Results of Rater Agreement for Pretest and Posttest Scores

Item	Pretest			Posttest		
	<u>T</u>	<u>df</u>	<u>Sig.</u>	<u>T</u>	<u>df</u>	<u>Sig.</u>
Mean	1.705*	32	.049	2.450**	32	.010
1	1.511	32	.070	1.425	32	.082
2	3.543**	31	.000	0.687	32	.249
3	1.148	32	.130	1.030	32	.155
4	2.064*	31	.023	2.370*	32	.012
5	0.384	32	.351	0.636	32	.264
6	0.950	30	.175	2.589**	31	.008
7	1.556	32	.065	2.726**	32	.005
8	3.295**	30	.002	2.825**	32	.004
9	2.311*	32	.014	2.332*	32	.013
10	0.176	32	.413	0.952	32	.174
11	1.997*	32	.027	1.982*	32	.028
12	0.240	32	.406	0.832	32	.206
13	2.012*	32	.027	1.910*	32	.032
14	1.197	32	.120	1.060	32	.148
15	0.052	32	.480	0.726	31	.236
16	2.809**	32	.004	1.677	31	.052

(Table continues)



Table 3 (continued)

T-Test Results of Rater Agreement for Pretest and Posttest Scores

Item	Pretest			Posttest		
	<u>T</u>	<u>df</u>	<u>Sig.</u>	<u>T</u>	<u>Df</u>	<u>Sig.</u>
17	4.234**	32	.000	2.490**	31	.009
18	0.613	27	.272	3.524**	31	.000
19	1.798*	32	.041	1.483	31	.074
20	0.372	32	.356	2.273*	31	.015
21	1.276	32	.105	0.701	31	.244
22	0.281	32	.390	1.022	31	.158
23	2.849**	32	.004	0.388	31	.350
24	0.580	32	.283	0.489	31	.314
25	0.295	32	.385	1.814*	31	.040
26	0.191	32	.425	2.090*	31	.023
27	1.849*	32	.037	2.126	31	.021
28	0.803	32	.214	1.226	31	.115
29	1.051	32	.150	2.892**	31	.004
30	1.083	32	.144	2.694**	31	.006
31	2.867**	32	.004	3.481**	31	.001
32	1.327	32	.097	2.420*	31	.011
33	0.444	32	.330	1.184	31	.123

\*  $p < .05$ , \*\* $p < .01$

### Discrepancy Between Self Assessment and Direct Report Assessment Scores

Hypothesis 1 stated that there would be a significantly smaller discrepancy between the post-training Self and Direct Report Assessment scores than between the pre-training Self and Direct Report Assessment scores. The mean discrepancy for the pre-training scores was 0.15. The mean post-training scores revealed a mean discrepancy of 0.25. The discrepancy between the pre- and post-assessment scores are not statistically significant,  $t(32) = .797$ ,  $p > .05$ . Hence, Hypothesis 1 was not supported.

### Self Assessment

The questionnaire contained a total of thirty-three items in the form of behavioral statements about the participant's managerial people skills. Participants were asked to rate their level of agreement with each item on a five point scale. Hypothesis 2 stated that the pretest and posttest scores would reveal a statistically significant improvement in skills. Overall, the mean pre-training behavior score was 4.33, with a standard deviation of 0.34. The mean post-training behavior score was 4.39, with a standard deviation of 0.36; the Self Assessment scores actually decreased six months after the training. A Paired-Samples T-Test did not show a significant difference between pre- and post-training behaviors,  $t(32) = .672$ ,  $p > .05$ , indicating that overall, participants did not view

themselves as having improved their skills after the training course. Thus, Hypothesis 2 was not supported. Only one of the thirty-three items showed a significant improvement between the pre- and post-training scores: "I ask for and use input when setting objectives in the performance review process,"  $t(31) = 1.929$ ,  $p < .05$ . Table 4 summarizes the results of the T-Test for each item.

#### Direct Report Assessment

Similar to the Self Assessment, the Direct Report Assessment contained thirty-three items in the form of behavioral statements about the participant's managerial people skills. Three to five direct reports were asked to rate their agreement regarding the participants' performance of each behavior. Hypothesis 3 stated that the pretest and posttest scores for direct reports would show a significant improvement in managerial behaviors on the job, as perceived by the direct reports. Table 5 summarizes the results of the T-Test for each item. Overall, the mean pre-training behavior score was 4.22, with a standard deviation of 0.46. The mean post-training behavior score was 4.16, with a standard deviation of 0.61. These scores also reflect a decrease in managerial behaviors used on the job. The results of a T-Test did not support Hypothesis 3,  $t(40) = .477$ ,  $p > .05$ ; the test indicated that direct reports did not perceive a change in managerial behaviors between the pre-training assessment and the post-training assessment.

Table 4

T-Test Results for Self Assessment

<u>Item</u>	<u>T</u>	<u>df</u>	<u>Sig.</u>
Overall			
Mean	0.672	32	.253
1	0.421	32	.338
2	1.184	31	.123
3	1.530	32	.068
4	0.254	31	.401
5	0.475	32	.319
6	0.441	29	.331
7	0.297	32	.384
8	0.494	30	.313
9	0.000	32	.500
10	0.171	32	.865
11	0.421	32	.338
12	0.669	32	.254
13	0.162	32	.436
14	0.183	32	.428
15	0.338	31	.368
16	0.892	31	.189
17	0.421	31	.338

(Table continues)

Table 4 (continued)

T-Test Results for Self Assessment

<u>Item</u>	<u>T</u>	<u>df</u>	<u>Sig.</u>
18	1.224	26	.116
19	0.154	31	.439
20	0.776	31	.222
21	1.350	31	.094
22	1.438	31	.081
23	1.686	31	.051
24	0.780	31	.221
25	1.097	31	.141
26	1.438	31	.081
27	0.349	31	.365
28	0.239	31	.407
29	1.929*	31	.032
30	1.428	31	.082
31	1.094	31	.141
32	0.571	31	.286
33	0.895	31	.189

\*p < .05

Table 5

T-Test Results for Direct Report Assessment

Item	T	df	Sig.
Overall			
Mean	0.477	40	.318
1	0.526	40	.301
2	0.096	40	.462
3	0.964	40	.171
4	0.057	40	.477
5	0.865	40	.196
6	1.297	40	.101
7	0.509	40	.307
8	0.719	40	.239
9	0.087	40	.465
10	0.845	40	.202
11	0.582	40	.282
12	0.121	40	.452
13	0.423	40	.337
14	0.042	40	.483
15	0.586	40	.281
16	0.848	40	.201
17	0.111	40	.456

(Table continues)

Table 5 (continued)

T-Test Results for Direct Report Assessment

<u>Item</u>	<u>T</u>	<u>Df</u>	<u>Sig.</u>
18	0.787	29	.219
19	0.260	40	.398
20	0.326	40	.373
21	0.541	40	.295
22	0.041	40	.484
23	0.034	40	.486
24	0.465	40	.645
25	0.228	40	.411
26	0.592	40	.278
27	0.154	40	.440
28	0.491	40	.313
29	1.219	40	.115
30	0.022	40	.491
31	0.259	40	.399
32	1.002	40	.161
33	0.588	40	.280

None of the individual items showed a significant difference between the pre- and post-training scores.

#### Partner vs. Manager Scores

Hypothesis 4 stated that the scores would demonstrate a significant difference in scores between managers and partners. Data was collected on 21 managers and 12 partners. Descriptive statistics on the differences between managers and partners is located in Table 6. An Independent-Samples T-Test revealed no difference in improvement of skills between managers and partners, as indicated by the self assessment ( $t(31) = .801, p > .05$ ) and the direct report assessment ( $t(39) = 5.26, p > .05$ ). Hence, Hypothesis 4 was not supported. Although Analoui (1995) claims a difference in perceived importance of people skills between managers and senior executives, this study did not support this claim.

In brief, the statistical results of this study did not support the hypotheses, which demonstrates that the Managerial People Skills Course did not have an impact on the behavior of managers and partners six months after the training.

#### Discussion

Over the past several years, research on managerial people skills training effectiveness has not sufficiently delineated a positive impact of managerial people skills and behaviors performed on the job. Although the value of



Table 6

Means and Standard Deviations of Managers and Partners

	Managers		Partners	
	Pretest	Posttest	Pretest	Posttest
Self Assessment				
<u>M</u>	4.31	4.43	4.37	4.34
<u>SD</u>	.35	.35	.35	.39
Direct Report Assessment				
<u>M</u>	4.25	4.15	4.15	4.19
<u>SD</u>	.50	.69	.34	.41

managerial people skills within the business environment has been shown to impact the organization on many levels, successful formal training in this area has been difficult to achieve and prove. Based on the research conducted for this study, as well as the business objectives of the host organization, it is reasonable to believe that improvements in managerial people skills are critical. The present study was an attempt to address this issue by developing and conducting a formal training course to not only build the skills necessary to better manage people, but to also help change the mindset of the value of performing managerial people behaviors on the job.

#### Research Findings

Based on the results of this study, no statistical significance was found between the participants' managerial people skills prior to the course and six months after the course, as reflected by the self assessment and direct report assessment scores. This suggests that the course utilized in this study does not impact managerial people skills on the job six months after participating in the course.

Hypothesis 1 was examined to determine the discrepancy between the scores of participants and the scores of direct reports. Furnham and Stringfield (1994) claimed that higher employee satisfaction with their managers would be reflected by a decrease in the gap between managers' and direct

reports' scores. The current study did not demonstrate this decrease, which suggests that the level of employee satisfaction with their relationship with their manager did not change. However, the overall gap between scores (0.25) is small, which implies that the scores are an accurate assessment of the managers behaviors, in that small gaps indicate that managers are less likely to be overinflating their scores (Bass & Yammarino, 1991).

Hypotheses 2 and 3 were analyzed to ascertain the impact of the course, as reflected by the scores of the participants' self assessments and the direct reports' assessments. Scores for both hypotheses were not significant, which suggests that the course did not positively change behavior on the job. This finding supports the research claiming that formal managerial people skills courses are not effective (Braddick, 1988).

Hypothesis 4 was analyzed to determine if there is indeed a difference between managers' and partners' level of improvement in managerial people skills, as surmised by Analoui (1995). The test did not show a significant difference between managers and partners, which suggests that partners do not view improvement in their skills as more critical for success than do managers.

#### Contributions and Limitations

The major contribution of this research is the examination of the impact of the Managerial People Skills

Training Course on the behaviors of managers within the host organization. As financial resources are allocated and distributed among various training and other performance enhancement efforts, the results of this study will provide valuable information as to how to address further people skills initiatives. The Firm may use this research project to either modify the existing course, develop new courses, or take a different performance enhancement approach (e.g. assessment centers, on-the-job coaching).

Another contribution of this research is to the field of management development. Research in the area of transfer of training to on-the-job behaviors has been scarce, particularly in non-technical skills. Although the results of this study did not substantiate a positive impact of training, they still provided additional statistical research to the existing limited body of research.

This study is not without limitations. First, all of the data was obtained through self and direct report assessments. When subjective assessments are used, concerns often arise that common method variance and consistency effects may have affected the results obtained. This study did not involve supporting data collection procedures (e.g., direct objective observation of the learned behaviors on the job by a third party), only the perceptions of the two parties involved in the relationship.

A second limitation of the study involves the potential

of a ceiling effect. The pre-assessment scores for both the participants and the direct reports were very high (4.33 and 4.22 on a five-point scale, respectively), which did not allow for very much improvement. A score of 4 indicated a response of "I agree with the behavioral item," which suggests that the participants were perceived as performing the behavior even five weeks before the training.

Although the researchers and course developers maintained strict confidentiality of the direct reports and their assessment scores, another factor affecting the data may be a fear of retribution. Only three direct report assessments were required for course developers to analyze and present the feedback to the participants. This may have posed a problem for the direct reports in responding to the assessment honestly, as their performance reviews are often based solely on the feedback of their direct supervisor.

Finally, the most important limitation of this research involves the organizational structure and culture. Currently, the Firm does not have a corporate culture that is conducive to the development of people. For many years, the Firm's competitive advantage has centered around its technical expertise, and employees and managers have traditionally been rewarded for technical services. In their attempt to strive for excellence, Firm leadership has focused its resources in developing and honing the technical skills of employees. As a result, people skills initiatives

were not priority. Although, the Firm is progressing in the area of people skills, it continues to face the challenge of acceptance among management. Furthermore, the existing performance review process does not place a strong emphasis on managerial people skills, and promotions to manager and partner are considered based primarily on the individual revenues generated for the Firm, not on managerial people skills. Managers and their direct reports are continually rewarded for chargeable hours--hours that are directly linked to fees. In fact, the course designers had tremendous difficulty obtaining the completed post assessments because this timeline coincided with their busy season.

#### Practical Implications and Further Research

Past research has demonstrated a link between managerial people skills, employee satisfaction, and ultimately business performance. Somewhat puzzling is the fact that although the managerial people skills of participants were rated highly, employee satisfaction scores are very low, particularly in this area. In other words, employees are not content with their relationships with their supervisors, yet they indicated on the assessments that their managers were performing adequately the managerial people behaviors. This discrepancy may be attributed to the study limitations noted previously; however, with this abundance of research linking managerial

skills to employee satisfaction, it is quite apparent that further research in this relationship would prove valuable. This is particularly true in a highly competitive business market where employee productivity is critical to business success.

Furthermore, although this research appears to demonstrate a failure within the design and delivery of the training course, one cannot conclusively assert that the course was responsible for the lack of change in behavior. In fact, knowing that the course used for this study did not significantly impact behavior on the job demonstrates the need to look to several aspects of the organization to improve effectiveness, only one of which is the training course. Going forward, the organization should consider: (1) identifying and developing a more effective means of providing managers with these skills, either a training solution or a non-training solution, (2) establishing a more appropriate means of measuring the effectiveness of the transfer of training, and (3) providing the organization with the infrastructure to implement and support non-technical training and other similar initiatives. Because Firm employees are unfamiliar with the "people" mindset and necessary skills, it is critical for leadership to promote these behaviors from the top and accept gradual changes in the direction of more on-the-job "people" behaviors.

Other considerations for further research include

examining the relationship between more specific people skills courses, such as coaching, mentoring, providing feedback, and conducting performance reviews. It is possible that a course covering many managerial people skills within a short period of time may not provide sufficient time to develop and practice new skills. Perhaps a more intensive course targeting fewer skills would improve behaviors on the job.

Also, managerial people skills should be examined in different contexts and cultures. Different cultures or offices may react differently to the course content or may have different support systems and reinforcement in place to better encourage behavior change on the job.

Finally, future research should also consider the process of training delivery to include not only the development and rollout of courses, but also the initial assessments and readiness phase, which occurs several months before the training, and the ongoing support and reinforcement phase, which occurs after the training for as long as necessary.

### Conclusion

The present study was conducted with the objective of demonstrating the impact of managerial people skills training. The results presented here indicated that managerial behaviors on the job did not change as a result of the Managerial People Skills Training Course. It is



clear that further research and other considerations in the design and implementation of people skills training may be necessary to demonstrate a positive impact on managerial skills, employee satisfaction, and business performance.

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## APPENDIX A

**Summary of Employee Satisfaction Data**

Item	Predictive Strength	Satisfaction Score (5 pt. Scale)
<b>Factor 1: Supervisor Interpersonal Skills</b>		
My supervisors encourage my suggestions.	.61	3.4
My supervisors give me the information I need to do a good job.	.58	3.6
My supervisors show me respect as an individual.	.57	3.7
My supervisors listen to what I have to say.	.54	3.7
My supervisors solve people problems.	.54	3.3
My supervisors appraise my performance fairly.	.52	3.5
My supervisors encourage employees to speak up even with unpopular or dissenting views.	.47	2.9
My supervisors plan the work.	.47	3.1
My supervisors deal fairly with everyone, showing no favoritism.	.45	3.3
When things go well in my work, my contribution is recognized.	.44	3.0
My supervisors easily see when I have a concern or complaint.	.41	3.7
My supervisors accommodate me when I have a family or personal matter to attend to.	.41	3.8
My supervisors encourage me to take on greater responsibility.	.40	3.8
My supervisors solve technical problems.	.39	4.0
My supervisors know their area of specialization.	.39	4.1
<b>Factor 2: Concern for Individuals</b>		
I am treated with respect as an individual.	.62	3.4
The Firm treats its people as its greatest asset.	.60	3.0
My supervisors respond to my concerns, complaints, and ideas.	.59	2.8
My supervisors listen to my concerns, complaints, and ideas.	.56	2.8
My schedule of work is well organized.	.46	2.5
Out of town schedules are monitored to spread the burden fairly among practice personnel.	.45	2.6
I do not have undue work pressure.	.44	2.3
The Firm tries to consider employee skills and personal preferences when making work assignments.	.44	3.1
I am satisfied with the number of hours I work each week.	.43	2.8
Overtime is monitored to try to spread the burden fairly among all employees	.42	2.2
The Firm is sensitive to the relationship between my work life and my personal life.	.37	2.0
Deadlines are realistic.	.37	2.8
Partners or managers act effectively as "mentors" for employees.	.35	2.9
The Firm is responsive to the needs of working parents.	.22	2.4

<b>Factor 3: Career Advancement and Empowerment</b>		
I am satisfied with my level of involvement in decisions that affect my work.	.60	3.0
I have opportunities to experience a real sense of personal accomplishment.	.59	3.5
I am achieving my personal career objectives by continuing to work for the Firm.	.51	3.4
My job with the Firm gives me a chance to have my ideas adopted and put into use.	.45	3.1
I believe I am on a definite career path at the Firm.	.44	3.6
I am satisfied with my opportunity for advancement.	.43	4.0
I am given a chance to learn new skills and develop my talents.	.38	4.0
I am given a chance to do challenging and interesting work.	.37	3.7
My assignments make good use of my skills and abilities.	.34	4.1
I have the authority to make decisions.	.30	2.9
<b>Factor 4: Annual Reviews and Raises</b>		
Annual merit adjustments reflect levels of employee performance.	.55	2.6
Employees who are "better performers" receive appropriately greater salary increases than "average performers."	.43	3.2
Existing annual reviews effectively assess my skills.	.36	3.3
Existing annual reviews let me know what is required to improve my performance and enhance my career development.	.32	3.4
Existing annual reviews let me know where I stand.	.31	3.3

## APPENDIX B

## PEOPLE SKILLS TRAINING

## SELF ASSESSMENT

**Directions:** Rate the extent to which you have exhibited each behavior/skill with the people you have chosen to complete the “direct report” version of this assessment. When you are finished please return survey to your training coordinator. Use the following scale:

- 1 Strongly Disagree
- 2 Disagree
- 3 Hard to Decide
- 4 Agree
- 5 Strongly Agree

Behavior/Skill	1	2	3	4	5
I assist my people in obtaining the necessary resources to effectively do their jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have reasonable expectations for what my people can accomplish on an engagement or project (examples: technical skill sets, deadlines and budgets, overtime requirements).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I review their work products on a timely basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am consistent in what I say and do (examples: adhere to the same work standards that I communicate to them, deliver on my promises).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I treat my people fairly and with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sensitive to my people’s personal responsibilities/needs outside of the work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help my people to manage their overtime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I treat my people as my greatest asset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I allow my people to participate in making decisions that affect them and their work (examples: seek information about their current workload before assigning new work, allow them to determine the best methods/strategy for meeting engagement objectives).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I influence and guide my people by reasoning with them rather than using strong pressure tactics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I inform my people of professional development opportunities and encourage them to take advantage of them (examples: point out opportunities to apply new skills on an engagement, suggest and discuss specific reading materials).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I serve as a role model, coach, and/or mentor to my people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I support the Firm’s People Cornerstone principle of developing my people by making their professional development a priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I delegate interesting and challenging work to my people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider my people’s skills and preferences when making work assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider my people’s skills and preferences when making work assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage my people to use creative and innovative ways to meet and exceed client expectations (examples: challenge their ideas, encourage them to use divergent and convergent thinking strategies).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep my people informed about project or engagement changes and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

important events on a timely basis.

I adequately debrief project or engagement activities (examples: explain why things were done or positions were taken). ☐ ☐ ☐ ☐ ☐

I promote my people's understanding of the client's business and issues during the engagement or project (examples: involve them in client meetings when appropriate, describe the client's organizational culture). ☐ ☐ ☐ ☐ ☐

I create a positive work environment that fosters open communication and teamwork. ☐ ☐ ☐ ☐ ☐

I am readily accessible to discuss issues and/or answer questions. ☐ ☐ ☐ ☐ ☐

I seek, am receptive to, and act on my people's feedback about ways to improve my effectiveness. ☐ ☐ ☐ ☐ ☐

I have the technical skills necessary to creatively solve problems. ☐ ☐ ☐ ☐ ☐

I am efficient in my area of specialization. ☐ ☐ ☐ ☐ ☐

I make the most of working with everyone's different work styles. ☐ ☐ ☐ ☐ ☐

I coach my people to solve problems. ☐ ☐ ☐ ☐ ☐

When things go well in my people's work, their contribution is recognized. ☐ ☐ ☐ ☐ ☐

I define and clarify the roles and responsibilities of my people for the project or engagement. ☐ ☐ ☐ ☐ ☐

I ask for and use their input when setting their objectives during the Performance Review Process. ☐ ☐ ☐ ☐ ☐

I provide timely, specific, and substantive formal feedback on their performance. ☐ ☐ ☐ ☐ ☐

I provide immediate and constructive informal feedback on their performance. ☐ ☐ ☐ ☐ ☐

I appraise the performance of my people fairly. ☐ ☐ ☐ ☐ ☐

Overall, my people skills are effective. ☐ ☐ ☐ ☐ ☐

## APPENDIX C

PEOPLE SKILLS TRAINING  
DIRECT REPORT ASSESSMENT

**Directions:** Rate the following statements on two dimensions. First, rate the extent to which you agree that this person exhibits the behavior/skill. Second, rate how important each behavior/skill is for your overall satisfaction. Use the following scales to assist you.

Agreement	Importance
5--Strongly Agree	1--Very Important
4--Agree	2--Important
3--Hard to Decide	3--Somewhat Important
2--Disagree	4--Slightly Important
1--Strongly Disagree	5--Not At All Important

Agreement					Behavior/Skill	Importance				
1	2	3	4	5		1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assists me in obtaining the necessary resources to effectively do my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has reasonable expectations for what I can accomplish on an engagement or project (examples: technical skill sets, deadlines and budgets, overtime requirements).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reviews my work products on a timely basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is consistent in what he/she says and does (examples: adheres to the same work standards that he/she communicates to me, delivers on his/her promises).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Treats me fairly and with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is sensitive to my personal responsibilities/needs outside of the work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Helps me to manage my overtime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Treats me as his/her greatest asset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allows me to participate in making decisions that affect me and my work (examples: seeks information about my current workload before assigning new work, allows me to determine the best methods/strategy for meeting engagement objectives).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Influences and guides me by reasoning with me rather than using strong pressure tactics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Informs me of professional development opportunities and encourages me to take advantage of them (examples: points out opportunities to apply new skills on an engagement, suggests and discusses specific reading materials).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Serves as a role model, coach, and/or mentor to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |  |  |
|--|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Supports the Firm's People Cornerstone principle of developing people by making my professional development a priority.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Delegates interesting and challenging work to me.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Considers my skills and preferences when making work assignments.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Encourages me to use creative and innovative ways to meet and exceed client expectations (examples: challenges my ideas, encourages me to use divergent and convergent thinking strategies).              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Keeps me informed about project or engagement changes and important events on a timely basis.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Adequately debriefs project or engagement activities (examples: explains why things were done or positions were taken).   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Promotes my understanding of the client's business and issues during the engagement or project (examples: involves me in client meetings when appropriate, describe the client's organizational culture). | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Creates a positive work environment that fosters open communication and teamwork.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Is readily accessible to discuss issues and/or answer questions.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Seeks, is receptive to, and acts on my feedback about ways to improve his/her effectiveness.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Has the technical skills necessary to creatively solve problems.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Is efficient in his/her area of specialization.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Makes the most of working with everyone's different work styles.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Coaches me to solve my own problems.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> When things go well in my work, my contribution is recognized.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Defines and clarifies my roles and responsibilities for the project or engagement.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Asks for and uses my input when setting objectives during the Performance Review Process.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Provides timely, specific, and substantive formal feedback on my performance.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Provides immediate and constructive informal feedback on my performance.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Appraises my performance fairly.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Overall, his/her people skills are effective.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

APPENDIX D  
Course Evaluation

1. What country are you from?

☐  
Argentina

☐  
Brasil

☐  
México

☐  
Other (specify) \_\_\_\_\_

2. What is your personnel classification?

☐  
Partner/Principal

☐  
Manager

☐  
Senior

☐  
Staff

☐  
Other (specify) \_\_\_\_\_

3. What is your assigned service line? (Check one)

☐  
Tax and Business  
Advisory

☐  
Legal Services

☐  
Other (specify) \_\_\_\_\_

4. How long have you been with the Firm?

☐  
Less than 1 year

☐  
1 - 2 years

☐  
2+ - 5 years

☐  
More than 5 years

TOPIC 210: THE BUSINESS IMPERATIVE

Excellent    Good    Fair    Marginal    Poor

5. How would you rate the  
*overall quality*  
of this topic?

☐    ☐    ☐    ☐    ☐

Please indicate your comments and/or suggestions for this topic.

TOPIC 220: PEOPLE VS. TASK?

Excellent    Good    Fair    Marginal    Poor

6. How would you rate the  
*overall quality*  
of this topic?

☐    ☐    ☐    ☐    ☐

Please indicate your comments and/or suggestions for this topic.

**TOPIC 230: KNOW YOUR PEOPLE**

	Excellent	Good	Fair	Marginal	Poor
7. How would you rate the <i>overall quality</i> of this topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your comments and/or suggestions for this topic.

**TOPIC 240: ALLY - SUPERVISOR INTERPERSONAL SKILLS**

	Excellent	Good	Fair	Marginal	Poor
8. How would you rate the <i>overall quality</i> of this topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your comments and/or suggestions for this topic.

**TOPIC 250: CHAMPION - CONCERN FOR THE INDIVIDUAL**

	Excellent	Good	Fair	Marginal	Poor
9. How would you rate the <i>overall quality</i> of this topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your comments and/or suggestions for this topic.

**TOPIC 260: DEVELOPER - CAREER ADVANCEMENT AND EMPOWERMENT**

	Excellent	Good	Fair	Marginal	Poor
10. How would you rate the <i>overall quality</i> of this topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your comments and/or suggestions for this topic.



**TOPIC 270: EVALUATOR - PERFORMANCE REVIEWS AND RAISES**

- |  | Excellent                | Good                     | Fair                     | Marginal                 | Poor                     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. How would you rate the <i>overall quality</i> of this topic? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate your comments and/or suggestions for this topic.

**TOPIC 280: DEEPER SKILLS**

- |  | Excellent                | Good                     | Fair                     | Marginal                 | Poor                     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. How would you rate the <i>overall quality</i> of this topic? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate your comments and/or suggestions for this topic.

**TOPIC 290: THE CHALLENGE**

- |  | Excellent                | Good                     | Fair                     | Marginal                 | Poor                     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. How would you rate the <i>overall quality</i> of this topic? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate your comments and/or suggestions for this topic.

**OVERALL COURSE**

14. Considering your current job responsibilities and information needs, are you the right person for this training?

☐  
Yes

☐  
No

If not, why not? \_\_\_\_\_

15. Considering your current job responsibilities and information needs, is this the right time for you to attend this training?

☐  
Yes

☐  
No

If not, why not? \_\_\_\_\_

	Very Much So	For the Most Part	Some- what	Only Slightly	Not At All
16. To what extent did you understand the information/concepts presented <u>prior</u> to this training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. To what extent do you now understand the information/concepts presented <u>after</u> completing this training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Were the training objectives clear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Was the sequence of the content logical?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Is the content appropriate for your level of professional/business experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Is the content up to date regarding current practices in business, industry, and/or technology?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Did you have sufficient opportunity during training to effectively practice or apply the information/concepts presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Will you apply the information presented in this training to your current and/or anticipated job responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Much So	For the Most Part	Some- what	Only Slightly	Not At All
24. Were the training activities, examples, and stories reflective of "real world" tasks and on-the-job situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Did the training activities and discussions facilitate the sharing of work experiences among participants and offices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Did you have enough responses to receive a Direct Report Assessment summary report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
27. Did you receive valuable information from the following assessments:					
Self-assessment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
Direct Report assessment?	<input type="checkbox"/>	<input type="checkbox"/>			
Myers-Briggs Type Indicator?	<input type="checkbox"/>	<input type="checkbox"/>			
28. Was the material available on the resource table valuable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
29. Will the training materials and/or the job aids be valuable to you on the job?	<input type="checkbox"/>	<input type="checkbox"/>			
30. Do you intend to adjust your behavior as a result of this training?	<input type="checkbox"/>	<input type="checkbox"/>			
31. Would you recommend this training to your co-workers? Why or why not?	<input type="checkbox"/>	<input type="checkbox"/>			

	Much More Than Needed	Somewhat More Than Needed	About Right	Somewhat Less Than Needed	Much Less Than Needed
32. How would you rate the amount of time allotted for this training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Worldwide	Regional	Local Office		
33. Do you think this course should be offered on a Worldwide, Regional, or Local Office basis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
34. What personnel levels should attend this training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Office Managing Partner	Partner/ Principal	Manager	Experienced Senior	Senior
				Experienced Staff	Staff
	Excellent	Good	Fair	Marginal	Poor
35. In terms of preparing you to do your job better, how would you rate the overall quality of the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the most valuable aspects of this training?

What recommendations do you have for improving this training?